



HOE BRIDGE SCHOOL

Curriculum Policy

Our aims for teaching and learning are embedded in our ethos

- To pursue academic success and to encourage each child to realise his/her potential.
- To maintain a safe environment with children who are self-confident and happy, who are eager to learn and have an optimism and enthusiasm for life.
- To promote respect, courtesy and consideration for all.
- To create a friendly, relaxed atmosphere between pupils and staff, with a firm underlying discipline.
- To work in partnership with parents to promote the welfare of all the children and to establish sound relationships based on trust.

PRINCIPLES OF TEACHING AND LEARNING

- We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community.
- All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by adhering to the ethos (see above).

These principles apply to all children from Early Years to Year 8.

Excellence is celebrated through display and performance wherein

- all children are given the opportunity to have work of a high standard displayed at some time in the school year
- in the Pre-Prep all children have their work displayed and a weekly Work of the Week personal best display is in the front Hall and celebrated in weekly assemblies
- school events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement
- personal best is celebrated termly and annually through cups and shields for academic, musical, social, artistic and sporting achievement
- children are awarded 'gains' towards Star Prizes in the Prep which also go towards House points

Teachers work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models – punctual, well prepared and organised
- maintaining an up to date knowledge of the National Curriculum and the CE, CAS and Scholarship requirements
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community

Pupils work towards the school's aims by

- following the Hoe Bridge Way
- taking a pride in their work
- always trying their best
- joining in all school activities
- celebrating their own and others' successes

Parents work towards the school's aim by

- ensuring children attend school in good health, regularly and punctually - avoiding holidays during term time
- providing support for the staff and discipline within the school
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainment
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, hearing reading and helping in the learning of spellings and tables
- allowing their child to become increasingly independent as they progress through the school

Teaching structure - Pre-Prep

- class teaching pre-Nursery to Year 2
- full time nursery nurses and classroom assistants in Nursery and Reception, part time assistants in Years 1 and 2
- SEN pupils may be withdrawn for small group lessons with an assistant or the Head within school or to go to a specialist
- Gap students and college students on work experience

Prep

- Years 3 to 8 subject based with specialist teachers, girls to Year 6
- Year 7 and 8 scholarship stream established
- SENCO arranges lessons for SEN pupils
- Gap students as above

The Curriculum Plan

The Curriculum Plan is an over view for each year of the basic curriculum covered. Each subject area across the school has its own Handbook for staff with a breakdown of timetabling, resources, procedures and a detailed Curriculum Map or Workscheme to follow. These are reviewed regularly by each department following staff discussion.

Curriculum Breadth

S = set by ability for some or all lessons

Foundation Stage		Yr 1	2	3	4	5	6	7	8
PSRN	Maths	✓	✓ s	✓ s	✓ s	✓ s	✓ s	✓ s	✓ s
CLL	English	✓	✓	✓ s	✓ s	✓ s	✓ s	✓ s	✓ s
	ICT	✓	✓	✓	✓	✓	✓	✓	✓
KUW	Science	✓	✓	✓	✓	✓	✓ s	✓ s	✓ s
	Geography	✓	✓	✓	✓	✓	✓	✓ s	✓ s
	History	✓	✓	✓	✓	✓	✓	✓ s	✓ s
	French	✓	✓	✓	✓ s	✓ s	✓ s	✓ s	✓ s
PSED	PSHE	✓	✓	✓	✓	✓	✓	✓	✓
PD	PE	✓	✓	✓	✓	✓	✓	✓	✓
	Swimming	✓	✓	✓	✓	✓	✓	✓	✓
	Latin					✓	✓	✓ s	✓ s
	DT			✓	✓	✓	✓	✓	✓
CD	Art	✓	✓	✓	✓	✓	✓	✓	✓
	RS	✓	✓	✓	✓	✓	✓	✓ s	✓ s

Homework is a valuable element of the teaching and learning process

- Reception children will have reading and spelling to learn at home
- Years 1 to 3 reading, spelling and mental arithmetic homework including the learning of tables is given weekly
- Years 4 to 8 have supervised prep sessions at the end of the school day

Progress and Continuity are ensured by

- planning in which all teachers are involved, the foundation for curricular planning is the Whole School Improvement Plan, developed through a process of collaboration between staff, heads and governors
- schemes of work for individual subjects developed by coordinators/Heads of Departments in collaboration with the whole staff.
- policies discussed and reviewed at staff meetings
- long, medium and short term plans drawn up by the team of teachers in each year group or department and monitored by the head
- assessment carried out regularly, see Assessment, Recording and Reporting
- records of a child's progress kept in the Key subject areas - see curriculum Policies for details
- liaison meetings between Year group teachers towards the end of an academic year
- transfer of pupil records of progress
- reporting to parents
- visits to senior independent schools by head and staff
- whole school inset training
- feedback from specialist groups and teachers

Feedback to pupils about their own progress is achieved through the marking policy.

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. The assessment procedure in the Pre-prep is detailed in the Assessment, Recording and Reporting section of the Pre-Prep Staff Handbook. It starts from a child's first days in school following the Early Years Foundation Stage profile, developing through PIPs and NFER tests. Informal observation also forms a large part of the assessment procedure. In the Prep formative assessment is mostly carried out formally through Progress Reports (term's work) and examination in the Prep Department. Examination results are sent to parents. Internal screening (NFER tests) is used to assess potential for entry into senior schools and measure value added.

Children with Special Needs, those needing more support or extension, will have an Individual Education Programme, IEP, designed by the staff teaching them and the Senco. Their progress will be measured against the targets set for them and parents are informed of these targets and progress at Parents' Evenings and additional meetings as required. Children with English as an additional language may also have an IEP or work differentiated according to their needs and level of development.

Children with a Statement of Needs will also have an IEP matching the targets set in the statement and all staff involved in the teaching of a child with a statement are required to contribute to the Annual Review.

Strategies for the Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that

- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- all children know what they must not touch for reasons of safety and privacy
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Heads of Department Prep and subject Co-ordinators Pre-Prep who ensure that

- there are sufficient and appropriate resources for the teaching and learning of their subject area
- an appropriate budget allocation is agreed by the Board of Governors each year
- staff are trained appropriately and that inset is regular and ongoing

Version	Written by	Date
1	NA, LR	19.5.10